DOCUMENT RESUME

ED 265 142 SP 027 057

TITLE Tennesseee Career Ladder Better Schools Program. Teacher Orientation Manual.
INSTITUTION Tennessee State Dept. of Education, Nashville.
PUB DATE 84
NOTE 56p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Ladders; Educational Certificates; Elementary Secondary Education; Staff Development; *State Standards; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS *Tennessee

ABSTRACT

The state mandated Tennessee Career Ladder program has five levels: (1) the probationary certificate for the first-year teacher; (2) the apprentice certificate, issued upon satisfactory completion of the probationary year; (3) the Career Level I certificate, issued upon satisfactory performance at the apprentice level; (4) the Career Level II certificate, issued upon completion of at least one Career Level I five-year period and upon meeting the requirements of the state teacher evaluation system for Career Level II; and (5) the Career Level III certificate, issued upon completion of the five-year Career Level II period and upon meeting the requirements of the state teacher evaluation system for Career Level III. This manual is designed to provide teachers with the information needed to understand the Career Ladder Teacher Evaluation System and to prepare for Career Levels II and III evaluations. Information is included on: (1) the evaluation process; (2) areas of competence; (3) sources of evaluation data; (4) teacher observation; (5) questionnaire used in evaluation; (6) candidate interviews; (7) teacher portfolios; (8) career ladder test; (9) certification standards; and (10) rights of teachers. (JD)

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TENNESSEE CAREER LADDER
BETTER SCHOOLS PROGRAM

TEACHER ORIENTATION MANUAL

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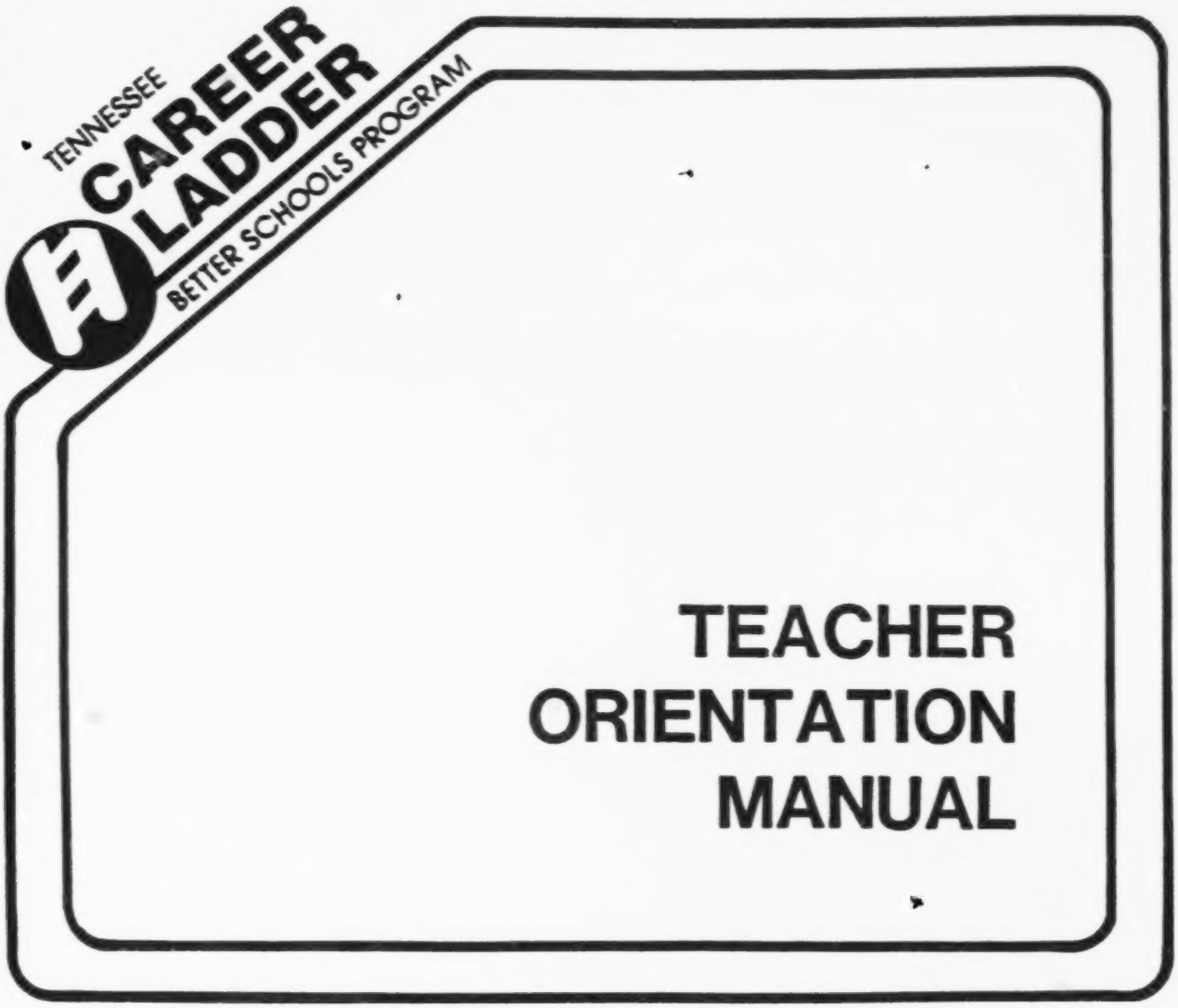

TEACHER ORIENTATION MANUAL

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William R. Willis, Jr.
Chairman

TENNESSEE
INTERIM CERTIFICATION COMMISSION
100 CORDELL HULL BUILDING
NASHVILLE 37219-5335

Dear Tennessee Teacher:

Welcome to the Tennessee Career Ladder Program! This manual is designed to provide you with the information you will need to understand the Career Ladder Teacher Evaluation System and to prepare for evaluation for Career Levels II and III.

Almost two years of intensive effort have gone into the development of this objective, reliable evaluation process. Several thousand Tennessee teachers have participated in the preparation of various parts of the evaluation system, and several hundred more have assisted in field testing it. During 1984-85, more than one hundred highly skilled, carefully trained teachers will serve as members of evaluation teams.

The evaluation team members will collect information from multiple sources. The information will be used to determine Career Ladder II and III certification.

We sincerely hope that your experience in the Career Ladder evaluation process will be encouraging and satisfying and will enhance your professional growth. We further hope that this manual will answer your questions pertaining to the Career Ladder II and III evaluation process. If Interim Certification Commission members, Department of Education staff, or evaluators can assist you in any way, please let us know.

Sincerely,

William R. Willis

William R. Willis, Chairman
Interim Certification Commission

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INTRODUCTION

Governor Lamar Alexander proposed the Better Schools Program in late January 1983. At that time, the Governor announced that the most important part of the ten-point Better Schools Program was the creation of a Career Ladder Program for teachers and administrators.

During the spring of 1983, the Interim Certification Commission was appointed to develop a teacher evaluation system. The program became a reality for Tennessee teachers with the passage of the Comprehensive Education Reform Act of 1984 and with the funding provided by the legislature.

During August and September of 1984, the Interim Certification Commission and the State Board of Education granted approval for the implementation of the first comprehensive Career Ladder Program for teachers.

The State Department of Education is pleased to provide this Teacher Orientation Manual. This book introduces teachers to the Career Ladder Program and outlines the major components of the evaluation system for Career Level II and Level III certification.

Robert L. McElrath
Commissioner of Education

ASSUMPTIONS AND PRINCIPLES

To understand the Career Ladder Teacher Evaluation System, one must understand the assumptions and principles upon which the system is constructed. Below are stated assumptions about the evaluation program, teachers, evaluators, evaluation processes and procedures, and the evaluation instruments.

You may not agree with those assumptions and principles, but you should know what they are. Some of them (such as number 1 under program) are established by the Comprehensive Education Reform Act of 1984. Others are simply assumptions and principles which are based on educational research and the experience of those instrumental in developing the evaluation system.

THE PROGRAM

1. The primary goal of the evaluation program is to identify and reward outstanding teaching performance.

2. A second important goal of the evaluation program is instructional improvement.

3. A sound evaluation program focuses on performance rather than credentials.

4. To be most useful, the evaluation program must be coupled with a strong professional development program.

THE TEACHER

1. The teacher wants to be a competent professional.

2. Instruction is the primary element in the overall role of the teacher.

3. It is possible to assess differences in teacher performance.

4. The skills needed and manifested by outstanding teachers are not different in kind from those needed and manifested by less able teachers.

5. Most, if not all, teachers can improve performance.

THE EVALUATOR

1. Teachers are best able to evaluate the performance of their peers.

2. Rigorous training is essential to the development of an evaluator.

3. Evaluation is best conducted by a team of evaluators rather than a single individual.

4. The evaluator must have a commitment to instructional improvement.

THE PROCESS

1. The evaluation process should not discourage diversity in teaching behavior.

2. Multiple observations of teaching are necessary to obtain a reliable picture of teaching behavior.

3. Effectiveness of teaching behavior must be assessed in light of learner, school and/or school system characteristics, needs and organizational structures.

4. The evaluation process should focus on the identification of patterns of teaching behavior.

5. Multiple sources of data are essential to the development of a complete picture of teaching performance.

THE EVALUATION INSTRUMENTS

1. The evaluation instrument(s) must be developed from the evaluation process.

2. The instrument(s) must be understood by all teachers and administrators.

3. The instrument(s) must assess the performance of competencies/skills deemed important to effective teaching.

4. Checklists and rating scales are useful only as reflections of summarized information.

LEVELS OF THE CAREER LADDER

For teachers entering the profession after July 1, 1984, the Career Ladder has five levels: The levels are:

- Probationary
- Apprentice
- Career Level I
- Career Level II
- Career Level III

The Probationary certificate is for the first year teacher and is a nonrenewable certificate. To qualify for a Probationary certificate a teacher must complete a college preparation program and meet the minimum qualifying score on the Core Battery of the National Teacher Exam.

The Apprentice certificate is issued upon satisfactory completion of the probationary year. Advancement to the Apprentice certificate is based upon a positive evaluation from the local school system. The certificate is valid for three years and is nonrenewable. Apprentice teachers must be evaluated every year by the local school system. The state conducts an evaluation during the third year of the certificate.

The Career Level I certificate is issued upon satisfactory performance at the Apprentice level. The Career Level I certificate is valid for five years and is renewable. Teachers may stay at Career Level I if they do not wish to go further on the career ladder. Career Level I teachers receive an annual salary supplement of $1,000 and must be evaluated by the local school system at least two times in the five-year period. The state conducts an evaluation during the fifth year. Teachers with only a bachelor's degree must also complete one college course at or above the junior level with a 3.0 average during the 5-year period. Career Level I teachers may be assigned by principals to supervise and assist student interns and probationary teachers.

The Career Level II certificate is issued upon completion of at least one Career Level I five-year period and upon meeting the requirements of the state teacher evaluation system for Career Level II. The Career Level II certificate is valid for 5 years and is renewable. Teachers may stay at Career Ladder II if they do not wish to go further on the Career Ladder. Teachers applying for Career Level II must go through the complete State evaluation system which is outlined in this book and must meet the minimum qualifying scores for that level. Career Level II teachers are evaluated at least twice by the state during the five-year certification period. Career Level II teachers may elect a 10 or 11 month contract and receive, respectively, state salary supplements of $2,000 or $4,000. Career Level II certificates are

renewable, based upon course work as defined for Career Level I and upon a satisfactory State evaluation. Career Level II teachers may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice teachers.

The Career Level III certificate is issued upon completion of the five-year Career Level II period and upon meeting the requirements of the state teacher evaluation system for Career Level III. The Career Level III certificate is renewable based upon completing course requirements listed for Career Level I and upon meeting evaluation standards. Career Level III teachers may elect a 10, 11, or 12 month contract and receive, respectively, state salary supplements of $3,000, $5,000 or $7,000. Career Level III teachers may be assigned to work with gifted or remedial students, to work with special needs students or to assist Apprentice and Career Level I teachers.

The chart on page 6 outlines information pertinent to teachers who enter the teaching profession after July 1, 1984.

Teachers currently employed and certified in Tennessee on July 1, 1984 have different experience requirements to enter the Career Ladder. The chart on page 7 outlines this information.

NEW TEACHERS AFTER JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO QUALIFY	CERTIFICATE LENGTH AND DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Probationary	0	One-Year Nonrenewable	Local	10 Month	0
Apprentice	1	Three-Years Nonrenewable	Local State - 3rd Year Review	10 Month	To Be Determined By State Board of Education
Career Level I	4	Five-Years Renewable	Local - 2 times in five years State - 5th Year Review	10 Month	$1,000
Career Level II	9	Five-Years Renewable	Local- Once in 3 Years State - two times during five-year period	10 Month 11 Month	$2,000 $4,000
Career Level III	14	Five-Years Renewable	Local - Once in 3 Years State - two times during five-year period	10 Month 11 Month 12 Month	$3,000 $5,000 $7,000

TEACHERS EMPLOYED AND CERTIFICATED AS OF JULY 1, 1984

CAREER LEVEL	YEARS OF EXPERIENCE TO QUALIFY	CERTIFICATE LENGTH/DURATION	WHO EVALUATES?	CONTRACT DURATION	STATE SALARY SUPPLEMENT
Career Level I	3* Years	5-Year Renewable	Local - Minimum of two times in 5 years State Review - 5th Year	10 Month	$1,000
Career Level II	8** Years	5-Year Renewable	Local - Once in 3 Years State - 2 times in 5 years	10 Month 11 Month	$2,000 $4,000
Career Level III	12*** Years	5-Year Renewable	Local - Once in 3 Years State - 2 times in 5 years	10 Month 11 Month 12 Month	$3,000 $5,000 $7,000

*Teachers with less than three years of experience who were employed and certified on July 1, 1984 may apply for Career Level I Certification when they obtain the three year experience and other applicable requirements.

**Teachers with less than eight years of experience who were employed and certifed on July 1, 1984 may apply for Career Level II certification when they obtain the eight year experience and other applicable requirements.

***Teachers with less than twelve years of experience who were employed and certified on July 1, 1984 may apply for Career Level III certification when they obtain the twelve year experience and other applicable requirements.

FAST TRACK

The Legislature believed that all eligible teachers and administrators should be encouraged to enter the Career Ladder in the first year so that these educators could get their salary increases as soon as possible.

In order for this large number of teachers and administrators to enter the Career Ladder Program in one year, there needed to be several ways to qualify. Therefore, there are five ways to enter in 1984-85. It is called the "Fast Track" because it is designed to encourage teachers to enter the program quickly. After the 1984-85 academic year, the only way that a teacher or administrator can qualify for the Career Ladder Program is by full evaluation.

Educators with three or more years of certificated experience may Fast Track by the following methods:

1. National Teachers' Examination (NTE)-Core Battery

   Candidates who take the NTE between November 1, 1982 and December 31, 1984 with minimum scores of 640 on Communication Skills, 637 on General Knowledge and 631 on Professional Knowledge are eligible to fast track.

2. National Teachers' Examination (NTE)-Specialty Area

   Candidates may choose from twenty-three specialty area exams that were validated for the State of Tennessee. Given below is a list showing cutoff scores and time periods during which the test must be taken to qualify:

Test	Cutoff Score	Dates
1 Education in Elementary School	490	Nov. 1, 1979-Dec. 31, 1984
2 Early Childhood	490	Nov. 1, 1979-Dec. 31, 1984
3 Biology and General Science	520	Nov. 1, 1979-Dec. 31, 1984
4 English Language and Literature	480	Nov. 1, 1979-Dec. 31, 1984
5 Industrial Arts Education	550	Nov. 1, 1979-Dec. 31, 1984
6 Mathematics	520	Nov. 1, 1979-Dec. 31, 1984
7 Chemistry, Physics, and General Science	500	Nov. 1, 1979-Dec. 31, 1984
8 Social Studies	490	Nov. 1, 1979-Dec. 31, 1984
9 Physical Education	540	Nov. 1, 1979-Dec. 31, 1984
10 Business Education	530	Nov. 1, 1979-Dec. 31, 1984
11 Music Education	480	Nov. 1, 1979-Dec. 31, 1984
12 Home Economics	490	Nov. 1, 1979-Dec. 31, 1984
17 French	490	Nov. 1, 1979-Dec. 31, 1984
18 German	470	Nov. 1, 1979-Dec. 31, 1984
19 Spanish	480	Nov. 1, 1979-Dec. 31, 1984
20 Introduction to Reading	470	Nov. 1, 1979-Dec. 31, 1984

22	Speech Communication	480	April 1, 1983-Dec. 31, 1984
30	Reading Specialist	480	Nov. 1, 1979-Dec. 31, 1984
31	Media Specialist	500	Nov. 1, 1979-Dec. 31, 1984
33	Speech-Language Pathology	510	Nov. 1, 1979-Dec. 31, 1984
34	Audiology	570	Nov. 1, 1979-Dec. 31, 1984
41	Educational Administration	530	Nov. 1, 1979-Dec. 31, 1984
42	Guidance	540	Nov. 1, 1979-Dec. 31, 1984

3. Tennessee Career Ladder Test

This test option has three subsections. The Reading Skills test is a 52 item, multiple choice, minimum competency exam assessing the candidate's ability to read for detail, comprehend the main idea, draw inferences, and distinguish between fact and opinion in professional literature. The passing score is 36 out of 52 items (70%) correct.

The second part, Writing Skills, a minimum competency writing sample, is scored on the basis of legibility, mechanics, word usage, sentence formation, organization and clarity. This section is graded pass/fail.

The Professional Skills subsection is a 100-item, multiple choice test assessing knowledge related to preparation for instruction, instructional strategies, evaluation of instruction, and classroom management. Passing score for this test is also 70%, or 70 out of 100 items correct.

If you wish to use your scores on either the Career Ladder Test or NTE test to fast track into the Career Ladder Program, you will need to send the scores to the Department of Education. The scores should be mailed to:

Career Ladder Certification
Department of Education
Room 111, Cordell Building
Nashville, TN 37219-5338

4. Staff Development

Each Tennessee public school system is required to develop and implement a Career Ladder Staff Development Program which meets approval by the State Board of Education, OR implement the Tennessee Instructional Model (TIM) developed by the State Department of Education. Candidates who choose this option must complete by July 1, 1985, a minimum of 40 hours of instruction and satisfactorily complete an evaluation at the end of the program. (The evaluation at the end of the staff development program is not the same as, and should not be confused with full evaluation.)

5. Full Evaluation

A local school system may develop a plan for evaluating candidates for Career Ladder and submit it to the State Board of Education for approval OR the LEA can implement the State Model for local evaluation.

If you choose a testing option (the NTE or the Career Ladder Test), you must also receive a positive recommendation from your local school system. The local system must provide a positive recommendation unless the applicant has a history of negative evaluations, including the most recent evaluation. The Department of Education will deal directly with local school systems in collecting the recommendations. You could check with your school principal to verify your positive recommendation.

While the five fast track options will be available only for the 1984-85 school year, educators who enter the Career Ladder Program using one of the five fast track options can receive the $1,000 supplement for five years. If an educator fast tracks onto Career Level I in 1984-85 and does not advance to Level II or III, he/she can continue to receive $1,000 a year through the 1988-89 school year. Note: No one may receive two Career Ladder supplements in any one year. If an educator advances to Level II or III, he/she receives only the supplement for the advanced level.

THE EVALUATION PROCESS FOR LEVELS II AND III

Every Career Level II or III applicant has one important question in mind - "How will this process work?" The following description of the teacher evaluation should help answer this question.

Step 1 - Teachers make application for evaluation. The deadline for mailing the purple form is October 15, 1984.

Step 2 - During September, 1984, the evaluators will be trained and a three-person team of evaluators will be assigned to each Career Level II or III candidate who has applied up to that time. Other teachers who apply up through the October 15 deadline will be assigned to evaluator teams at a later date.

Step 3 - A list of evaluation team members, including their regional location and teaching area, will be given to the teacher candidate before the beginning of the evaluation process.

Step 4 - Candidates wishing to "waive" an evaluator must inform the Interim Certification Commission in writing within 5 days of notification. A copy of the request must be sent to the Regional Coordinator. Another evaluator will be assigned.

Step 5 - The candidate can expect a preliminary visit from one or more members of the evaluation team. This visit will take place in October. This visit will allow an evaluator to meet with the candidate and his/her school principal in order to:

a) answer questions about the evaluation process;

b) provide copies of the orientation manual;

c) collect information about scheduling or other matters that are necessary to the evaluation process.

NO EVALUATION DATA ARE COLLECTED DURING THIS PRELIMINARY VISIT

Step 6 - Each one of the three evaluators will visit the candidate during the year. These visits are labeled A, B, and C and will occur in this sequence:

Visit A - The first evaluator will spend a day in the candidate's school:

- Observing the teacher in the classroom
- Conducting related pre and post observation conferences
- Administering the principal questionnaire
- Administering the peer questionnaire

Visit B - The second evaluator will spend a day in the candidate's school:

- Observing the teacher in the classroom
- Conducting related conferences
- Conducting the candidate interview

Visit C - The third evaluator will spend a day in the candidate's school:

- Observing the teacher in the classroom
- Conducting related conferences
- Administering the student questionnaire
- Rating the portfolio contents
  (The portfolio will not be rated until after January 1, 1985)

AREAS OF COMPETENCE

COMPETENCIES AND INDICATORS:

The Tennessee Career Ladder Teacher Evaluation System evaluates teaching skills and knowledge - things teachers know and do that contribute to good teaching.

In developing the evaluation system, both educational research and information from teachers across Tennessee were used to identify the skills and knowledge of effective teaching. The areas of competency that will be evaluated are consistent with this research, and also with what thousands of Tennessee teachers mentioned when asked what skills were important to good teaching.

There are six basic areas of competence ("domains") that will be evaluated:

Planning for Instruction
Delivery of Instruction (teaching strategy)
Evaluation of Student Progress
Classroom Management
Professional Leadership
Basic Communication Skills

To make the evaluation as objective as possible, there are specifics within the broad areas (domains) of competence that will be examined. For example, in measuring teaching strategy, the evaluation will assess how a teacher presents subject matter, and whether he/she reteaches when necessary. The specific sections within the broad competencies are referred to as "indicators."

Page 14 lists the domains of competence. The "indicators" are the lettered statements (A,B.C, etc.) with measurement statements which provide content for the evaluation instruments listed below each indicator.

Competencies and Indicators with Measurement Statements

I. Prepares for instruction effectively

A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.

- Establishes long-term instructional goals
- Selects goals and sequences instructional objectives in accordance with goals
- Teaches material relevant to his or her instructional assignment
- Addresses both lower and higher level thinking skills

B. Prepares instructional plans and materials incorporating principles of effective instruction

- Prepares teaching procedures for introducing instructional goals and objectives to learners
- Identifies content, materials, and media needed for the instructional program and arranges for them

C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels

- Selects/adapts/creates instructional materials to accommodate learner differences

II. Uses teaching strategies and procedures appropriate to the content, objectives and learners

A. Provides a clear description of the learning task and its content

- Provides correct/current information
- Provides an overview of material to be covered
- Provides directions and explanations related to lesson content/concept
- Helps learner recognize the integration of content/concepts
- Paces learning tasks according to difficulty of material

B. Monitors learner understanding and reteaches as necessary

- Identifies learner instructional levels before beginning instruction

- Clarifies directions and explanations when learners misunderstand
- Provides examples of how task is to be completed
- Distinguishes steps in the learning task
- Paces learning activities to accommodate learner differences
- Attends to learner needs in order of importance

C. Provides learners appropriate practice and review

- Requires learners to apply skills and concepts
- Uses responses and questions from learners in teaching
- Utilizes alternative and supplemental activities which address instructional objectives
- Requires learners to explain, compare or evaluate content/concepts
- Provides supervised practice with the application of content/concepts
- Provides seatwork/homework for independent practice

D. Establishes and maintains learner involvement in the learning task

- Helps learners recognize the purpose and importance of the learning activities
- Maintains learner focus on the learning task
- Provides learners opportunities to participate in learning tasks.
- Monitors learner involvement with the learning task and adjusts teaching procedures to enhance learner involvement

III. Uses evaluation to improve instruction

A. Uses information about learner performance to improve the instructional process

- Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about student progress
- Uses learner performance data for diagnosis/remediation of learner needs
- Uses learner performance data for improving instructional content/curriculum
- Identifies diagnostic and assessment materials and procedures needed for the instructional program and arranges for them

B. Reports learner status and progress to learners and their parents

- Provides feedback/correction of errors during supervised practice
- Explains grading/scoring standards to learners and parents
- Returns corrected seatwork/homework, tests and other work promptly
- Provides specific information for improvement of work

IV. Manages classroom activities effectively

A. Establishes and maintains appropriate learner behavior

- Provides guidelines for learner behavior
- Applies specific and reasonable sanctions for inappropriate learner behavior in a consistent manner
- Provides feedback to learners about their behavior
- Controls situations in which inappropriate behavior is likely to occur
- Uses verbal and non-verbal classroom management techniques effectively

B. Establishes and maintains a classroom climate conducive to learning

- Demonstrates positive verbal behavior to learners
- Demonstrates positive non-verbal behavior to learners
- Indicates confidence that all learners can and will learn
- Encourages effort and progress
- Supports learner excellence and achievement

C. Makes effective use of classroom resources

- Maximizes available learning time
- Provides clear and detailed plans and directions for substitutes, aides and other instructional assistants
- Utilizes assigned facilities to accommodate different types of learning activities
- Arranges classroom furniture and equipment to facilitate movement
- Arranges classroom materials and media to provide resources for learning accessible to the learner

- Indicates when the task is to be completed and maintains timeliness
- Integrates instructional resources with teaching procedures
- Handles minor interruptions without disruption to the current task

V. Establishes and maintains a professional leadership role

A. Improves professional skills and knowledge

- Takes formal coursework related to teaching assignment/advancement
- Obtains graduate degree(s) related to teaching assignment/advancement
- Participates in "non-required" staff development activities
- Uses ideas from books, professional journals and professional organizations to enhance classroom instruction
- Tries new methods/approaches in the classroom and evaluates their success
- Seeks and utilizes community resources to enhance classroom instruction

B. Takes a leadership role in improving education

- Conducts workshops/training sessions
- Creates materials/programs and shares with others
- Holds a leadership position in school/school system
- Receives special honor(s)
- Holds leadership position in educational organizations
- Assists in establishing school goals and takes an active role in achieving them
- Takes an active role in resolving school problems
- Promotes parent/community interest in the school
- Initiates activities and projects in the school
- Shares material and resources with peers and administrators
- Discusses professional topics with peers and others
- Assists peers and others in identifying and solving instructional problems
- Works cooperatively with peers, administrators and community members in planning and implementing curricular and extra-curricular activites

C. (Screening)* Performs professional responsibilities efficiently

- Maintains accurate and up-to-date records
- Completes assigned tasks on schedule
- Arrives on time for class, meetings and other scheduled activities
- Maintains a satisfactory record of attendance
- Manages routine business and record keeping efficiently
- Follows applicable policies and procedures of the state

VI. (Screening)* Communicates effectively

A. Writes clearly and correctly

- Handwrites or prints legibly
- Organizes written information
- Uses vocabulary and style appropriate to the level of the audience
- Uses correct grammar and mechanics

B. Communicates oral information effectively

- Speaks clearly at an appropriate pace and volume
- Organizes oral information
- Uses vocabulary appropriate to the level of the audience
- Uses grammar correctly

C. Reads professionally relevant literature/materials with comprehension

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* Competencies and indicators marked "screening" are expectations of all teachers. They are minimum competencies/indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation, if he/she feels that the termination is unfair.

SOURCES OF DATA

MULTIPLE DATA SOURCES

In measuring areas of competence, it is important to have as many sources of information as possible. This approach provides safeguards for persons being evaluated since one source can be balanced against another, and it provides more information on which to base a judgment.

The sources of information for the Tennessee Career Ladder Evaluation System will be:

- observation of classroom performance
- students
- supervisors (principals or immediate supervisors)
- peers
- the teacher being evaluated
- materials created by or for the teacher
- test results

When considering sources of information, one must also consider how the information can best be collected. For purposes of the Career Ladder Teacher Evaluation System, it soon became clear that information from students, peer teachers and principals (superordinates) could best be collected using questionnaires. Candidates should be interviewed. Materials produced by the individual can be collected into a professional "portfolio" and analyzed using a rating technique. Observation data should be recorded on an observation record, and written test instruments should be used for collecting information about one's professional knowledge.

Obviously, information pertinent to each competency and indicator cannot be collected from every source or instrument. Observation won't tell you much about how someone plans. Peer teachers don't know much about what happens in another teacher's classoom because they don't often get to visit there. Students cannot tell us much about the teacher's professional leadership. To construct the several instruments for data collection, each competency or indicator was matched to the data sources available. Page 21 shows you that match.

After matching data sources and competencies/indicators, the evaluation instruments were constructed and field tested to see if they were valid, reliable instruments.

PERSONNEL COVERED BY THIS EVALUATION SYSTEM

The evaluation system described in this manual is designed for classroom teachers. It does not cover several other categories of personnel who must be evaluated. Evaluation systems for these groups are being developed separately.

The reason that this evaluation system fits only certain teacher groups is found in the structure of the competencies and indicators. These are teaching competencies. Principals, supervisors, counselors and others do not regularly use (and may not need) some of these competencies. To evaluate these people on these competencies would be unfair. Competencies and indicators specific to the different roles and functions for these groups must form the foundation of their evaluations.

The groups who are not subject to evaluation under this particular system, but who will be evaluated using similar systems include the following:

principals/vocational administrators
instructional supervisors
librarians/media specialists
special education teachers
vocational education teachers
counselors
school psychologists
other special categories of certified personnel

Once the evaluation systems for these groups are completed and field tested during 1984-85, manuals like this one will be produced to introduce candidates for evaluation to the systems. The systems being developed are quite similar in that they are competency-based. They rely on multiple data sources and multiple instruments for data collection similar to the ones described here.

BEST COPY AVAILABLE

Data Sources for
COMPETENCIES AND INDICATORS

	Classroom Observation	Portfolio	Applicant Interview	Principal Questionnaire	Peer Questionnaire	Student Questionnaire	Written Test
I. Prepares for instruction effectively.							X
A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.		X	X	X			
B. Prepares instructional plans and materials incorporating principles of effective instruction.	X	X	X	X			
C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels.	X	X		X			
II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners.							X
A. Provides a clear description of the learning task and its content.	X	X	X	X		X	
B. Monitors learner understanding and reteaches as necessary.	X	X	X	X		X	
C. Provides learners appropriate practice and review.	X	X	X	X		X	
D. Establishes and maintains learner involvement in the learning task.	X	X	X	X		X	
III. Uses evaluation to improve instruction.							X
A. Uses information about learner performance to improve the instructional process.		X	X	X			
B. Reports learner status and progress to learners and their parents.	X	X	X			X	
IV. Manages classroom activities effectively.							X
A. Establishes and maintains appropriate learner behavior.	X	X		X		X	
B. Establishes and maintains a classroom climate conducive to learning.	X	X	X	X		X	
C. Makes effective use of classroom resources (e.g. personnel, time, materials, facilities)	X		X	X		X	
V. Establishes and maintains a professional leadership role.							
A. Improves professional skills and knowledge.		X	X	X			
B. Takes a leadership role in improving education.		X	X	X	X		
C. (Screening only) Performs professional responsibilities efficiently.				X	X		
VI. (Screening only) Communicates effectively.							
A. Writes clearly and correctly.	X					X	X
B. Communicates oral information effectively.	X		X			X	
C. Reads professionally relevant literature/materials with comprehension.		X		X			X

OBSERVATION

Each of the three assigned evaluators will conduct a classroom observation for each Career Level II or III teacher candidate. Before an observation is conducted, the evaluator will meet with the teacher for a conference. During this meeting, the evaluator will ask for information about the classroom, the students, and the lesson that is planned for the class that day. Any special conditions that may affect your teaching performance should be noted at this time. This pre-observation conference will last approximately twenty minutes.

During the classroom observation, the evaluator will follow a structure for observing teacher behavior. For four minutes the evaluator will code classroom interactions. For the next two minutes the evaluator will respond to a series of observational questions. This four minute/two minute pattern is repeated at least seven times during an observation. Consequently, the evaluator will need to observe for approximately one hour or for one full class period.

Following the observation period, the evaluator will provide feedback through a second conference. This post-observation conference allows for the sharing of additional information and suggestions for improvement. The conference will be held at a time during this visit which is convenient to both the evaluator and the teacher. Both the evaluator and the teacher must sign a form to indicate that this post-observation conference has taken place. The teacher may make further comments on this form.

The observation addresses the following competencies:

I. Prepares for instruction effectively.

B. Prepares instructional plans and materials incorporating principles of effective instruction.

C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels.

II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners.

A. Provides a clear description of the learning task and its content.

B. Monitors learner understanding and reteaches as necessary.

C. Provides learners appropriate practice and review.

D. Establishes and maintains learner involvement in the learning task.

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III. Uses evaluation to improve instruction.

B. Reports learner status and progress to learners and their parents.

IV. Manages classroom activities effectively.

A. Establishes and maintains appropriate learner behavior.

B. Establishes and maintains a classroom climate conducive to learning.

C. Makes effective use of classroom resources (e.g. personnel, time, materials, facilities)

V. (Screening only) Communicates effectively.

A. Writes clearly and correctly.

B. Communicates oral information effectively.

QUESTIONNAIRES

Introduction

There are three types of questionnaires which the evaluators will use to gather information on each Career Level II or III teacher candidate. One type of questionnaire will be used for peers, another for principals (superordinate) and the third type for the students.

Peer Questionnaire

During the preliminary visit, candidates will be asked to submit a list of names of six colleagues or peers. These persons should be fellow teachers who know about your duties and responsibilities. They should be members of the staff in your school unless you were employed in another school in 1983-84. In that case you may submit names of colleagues from your previous school.

During the "A" visit the evaluator will administer the peer questionnaire to three of these fellow teachers who were randomly selected according to a set formula. You will not be told which of your colleagues were chosen. Information from the three questionnaires will be averaged so that they will all carry equal weight.

Peers will not be questioned regarding your teaching abilities or other points that would not be known to those outside your classroom. The competencies and indicators covered in the peer questionnaire are:

V. Establishes and maintains a professional leadership role

B. Takes a leadership role in improving education

C. Performs professional responsibilities efficiently

Principal (Superordinate) Questionnaire

Also during the "A" visit the evaluator will give the principal or immediate supervisor a questionnaire form to fill out.

When the evaluator retrieves the questionnaire from the principal he/she will have an opportunity to give additional information regarding the teacher candidate. For example, the principal will be asked if any of the questionnaire items were inappropriate or irrelevant for the candidate. In this way teachers will not be penalized if their superordinate cannot furnish information about all competency domains (I-V) that are assessed on this questionnaire.

Student Questionnaire

During visit "C", the evaluator will administer a questionnaire to your students. If you teach several classes, you will be allowed to select the class. You should select a class with at least twenty (20) students. If all your classes have less than twenty students, you will be asked to select additional classes to assure that twenty questionnaires are collected. You may not, however, choose individual students from several classes to answer the questionnaire. If you teach in a self-contained situation, all your students will be asked to respond.

There are two versions of the student questionnaire: one for grades 3-6 (Form E) and another for grades 7-12 (Form S).* The evaluator will read to the group the items from Form E. If a student in grades 7-12 is unable to read the questions, the evaluator will read to him/her. You may not stay in the classroom with your students while they are answering the questionnaire. You may, however, examine a copy of the questionnaire, if you wish. You must return it to the evaluator. The questionnaire administration should take approximately thirty minutes.

These are the competencies and indicators which are assessed by the student questionnaire:

II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners

- A. Provides a clear description of the learning task and its content
- B. Monitors learner understanding and reteaches as necessary
- C. Provides learners appropriate practice and review
- D. Establishes and maintains learner involvement in the learning task

III. Uses evalution to improve instruction

- B. Reports learner status and progress to learners and their parents

IV. Manages classroom activities effectively

- A. Establishes and maintains appropriate learner behavior
- B. Establishes and maintains a classroom climate conducive to learning
- C. Makes effective use of classroom resources

VI. Communicates effectively

- A. Writes clearly and correctly
- B. Communicates oral information effectively

*Footnote:

Methods of eliciting reliable information from students in grades K-2 are being developed and may be approved for use in 1984-85 evaluations.

CANDIDATE INTERVIEW

During the "B" visit the evaluator will conduct the candidate interview. When working with the evaluator to schedule the personal interview you should choose a time which is free from interruptions. The interview should be conducted in a location that is quiet and accessible to your materials. Before the beginning of the school day or after the students leave in the afternoon are possible scheduling options. If this is not possible, please work with your building supervisor to assure that you are not interrupted. The minimum time required for an interview is one hour. However, the interview may extend longer depending on the teacher's responses and the types and amounts of materials which are shared for documentation.

During your interview you will be asked questions related to fourteen (14) areas. For each area you will be asked for evidence or documentation which support your responses. Listed below are the fourteen major topics and examples of materials that are appropriate for documentation:

1. Establishes long-term instructional goals.

   Candidate needs to provide evidence of long-term instructional goals Curriculum guides or teacher-designed curriculum materials which reflect goals (unit plans, communications with students/parents) are appropriate. Evidence which reflects any adaptations or revisions in goals should also be available to the evaluator.

2. Identifies content, materials, and media needed for the instructional program.

   Candidate needs to provide evidence of the use of various materials/ media in the classroom. Examples could include film rental slips, transparencies, tapes, or learning center documentation. Materials/ media should be organized by instructional units.

3. Helps learner recognize the integration of content/concepts.

   Candidate needs to provide evidence of the integration of content/concepts. Examples include: lesson plans, tests, or completed student activities.

4. Identifies learner instructional levels before beginning instruction.

   Candidate needs to provide evidence of the use of student performance data and examples of how the data are used in the instructional process. This data could included items such as commercially-produced tests, Basic Skills First tests, or teacher-made tests.

5. Paces learning activities to accommodate learner differences.

   The candidate needs to provide evidence of the use of materials and activities which address different student ability levels.

6. Utilizes alternative and supplemental activities which address instructional objectives.

   Candidate needs to provide evidence of the use of various commercial and teacher-made materials and activities. Examples could include student work, lesson plans, field trip reports, or audio-visual materials.

7. Monitors learner involvement with the learning task and adjusts teaching procedures to enhance learner involvement.

   Candidate needs to be able to discuss methods used for monitoring student involvement and for adjusting teaching procedures to enhance learner involvement.

8. Uses learner performance data for improving instructional content/ curriculum.

   Candidate needs to provide evidence of the use of student performance data to effect a content/curriculum change. Examples could include committee minutes, curriculum reports, letters, or memos.

9. Provides specific information for improvement of work.

   Candidate needs to provide evidence of having communicated information about student work to students and parents. Examples could include report card comments, letters, notes, records of conferences, or other materials shared with parents.

10. Indicates confidence that all learners can and will learn.

    Candidate needs to provide evidence of materials which communicate expectations for student learning to students and parents. Examples could include open house materials, comments from parent conferences, or notes and letters.

11. Integrates instructional resources with teaching procedures.

    Candidate needs to provide evidence of resources used in the classroom. Examples could include reference books, maps, computers, or newspapers.

12. Uses ideas from books, professional journals, and professional organizations to enhance classroom instruction.

    Candidate needs to show evidence of ideas from professional literature which have been used for teaching techniques. Examples could include original articles and use of the ideas in lesson plans or student work.

13. Seeks and utilizes community resources to enhance classroom instruction.

    Candidate needs to show evidence of the use of community resources in the classroom. Examples could include letters of invitation, newspaper articles, or data from evaluation of programs.

14. Assists peers and others in identifying and solving instructional problems.

    Candidate needs to show evidence of problem solving with peers. Examples could include written documents or workshop programs which show the candidate in a leadership position.

PORTFOLIO

Introduction

The portfolio is a file of teacher-developed information. It is designed so that the teacher can show competency in the six areas being evaluated. Each portfolio must contain the following components:

I. Instructional Plans
II. Evaluation Process
III. Classroom Rules, Policies, and Procedures
IV. Professional Development Activities
V. Leadership Activities

Instructions for preparing these components are listed on the following pages. A matrix showing each component and where the six competencies are assessed is also provided.

When preparing the materials for the portfolio, please keep two rules firmly in mind:

1. Your major objective should be to show competency and not merely to compile a large amount of material or evidence.

2. The evaluator will be looking for quality, NOT quantity and/or decoration. Although neatness and organization will make the evaluation process easier, no extra points will be awarded for cleverly decorated portfolios or masses of one type of evidence.

Please read all the instructions before you begin to develop your portfolio. When you have completed a component, label it, number the pages, and place that component in a separate folder or notebook divider. Do that for each of the five components.

The evaluator who rates your portfolio will do two things in your presence. He or she will count the pages and allow you to verify that everything you wish to include is in your file. Then you will be asked to sign a statement verifying that the portfolio is your work and not that of someone else.

The evaluator should be given privacy in which to complete the rating. When the portfolio is returned, check again to make sure everything is in the file. The evaluator will initial or stamp each page of the portfolio to verify that he/she examined it. Please retain your portfolio in the school building.

DATA SOURCES FOR COMPETENCIES AND INDICATORS

	Instructional Plans	Evaluation Process	Classroom Rules, Policies, and Procedures	Professional Development Activities	Leadership Activities
I. Prepares for instruction effectively					
A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.	X				
B. Prepares instructional plans and materials incorporating principles of effective instruction.	X				
C. Creates, selects or modifies instructional plans and materials to accomodate learner instructional levels.	X				
II. Uses teaching strategies and procedures appropriate to the content, objectives and learners					
A. Provides a clear description of the learning task and its content.	X				
B. Monitors learner understanding and reteaches as necessary.	X				
C. Provides learners appropriate practice and review.	X				
D. Establishes and maintains learner involvement in the learning task.	X				
III. Uses evaluation to improve instruction					
A. Uses information about learner performance to improve the instructional process.	X	X			
B. Reports learner status and progress to learners and their parents.	X	X			
IV. Manages classroom activities effectively					
A. Establishes and maintains appropriate learner behavior.			X		
B. Establishes and maintains a classroom climate conducive to learning.			X		
V. Establishes and maintains a professional leadership role					
A. Improves professional skills and knowledge.				X	
B. Takes a leadership role in improving education.					X
VI. Communicates effectively					
A. Reads professionally relevant literature/materials with comprehension.				X	

I. INSTRUCTIONAL PLANS:

The portfolio must contain one (1) unit plan with two (2) sample daily lesson plans that the teacher has prepared. Commercially developed materials and resources are acceptable but the plans themselves must be the teacher's own work. A unit is defined, for the purpose of the portfolio, as an area of instruction for which one or more common goals can be developed and lesson plans with individual objectives can be designed.

Choose one subject or one class that you currently teach and design the unit and lesson plans for that group of students.

A. Unit Plan - The following items must be included in the unit plan:

1. A brief abstract or summary of the instructional unit which explains the goal(s) of the unit itself, how this unit relates to the general curriculum, and the amount of time required for teaching the unit.

2. A description of the teaching environment and the instructional group in terms of number of students, ability level(s), special considerations related to physical space, and any important exceptionalities of individual students. Tell how individual differences are assessed.

3. A list of materials and/or media needed for the instructional unit.

4. A specific plan for evaluating and reporting learner progress throughout the unit.

B. Daily Lesson Plan - The portfolio must also include two (2) daily lesson plans that would be taught in the above mentioned unit. One plan should be the first of the unit and include the introduction of the unit goal. The second plan should be the lesson that the teacher considers to be one of the best from the unit. These plans should be very detailed so that the evaluator will have a complete picture of what the lessons will involve. Be sure that the plans contain a varied approach to instruction (i.e., more than one type of teaching strategy should appear in the plans). Each daily lesson plan must contain the following items:

1. Instructional objectives that specify the student learning and the behavior that the student must display so that the teacher will know he/she has learned. Percentages are not necessary.

2. Materials and/or media necessary for the lesson and an explanation of how they will be used. If none are needed, please justify.

3. Complete instructional procedures which include an introduction to the lesson/objective, motivational activity (see glossary), key questions, examples, explanations, modeling, and any other strategies for teaching the lesson and involving the students in the learning tasks. Specify the number of students actively involved and what they will be doing. Also, include the means for reteaching and the practice and review activities.

4. Evaluation procedures that state the way in which the students will demonstrate that the objectives have been accomplished for the lesson. This section differs from the overall evaluation of the unit in that it may be a check for understanding and not a procedure for assigning grades.

II. EVALUATION PROCESS:

This section of the portfolio is designed to give teachers an opportunity to show their performance in the following competency/indicators:

III. Uses evaluation to improve instruction

A. Uses information about learner performance to improve the instructional process.

B. Reports learner status and progress to learners and their parents.

A. TEACHERS WITH SELF-CONTAINED CLASSROOMS: Provide all the following about one subject that you teach:

1. List the systematic ways, both formal and informal, that you obtain information on learner progress or performance.

2. List all the ways you use learner performance information.

TEACHERS IN DEPARTMENTAL SETTINGS: Provide all the following information about one class that you teach.

1. List the systematic ways, both formal and informal, that you obtain information on learner progress or performance.

2. List all the ways you use learner performance information.

B. ALL TEACHERS:

3. List all the ways in which you report learner progress to the learners.

4. List all the ways in which you report learner progress to the learners' parents.

III. CLASSROOM RULES, POLICIES, AND PROCEDURES:

This section of the portfolio is designed to provide teachers with a means for showing their performances on the following competency/indicators:

IV. Manages classroom activities effectively

A. Establishes and maintains appropriate learner behavior

B. Establishes and maintains a classroom climate conducive to learning.

Include all the following items:

A. List the rules for student behavior that are currently enforced in your classroom.

B. List the ways in which you teach the classroom rules to your students and ensure that they abide by them.

C. List the types of activities that you incorporate into your daily routines that help to control inappropriate student behavior.

D. Tell what steps you have taken to make your classroom climate more conducive to learning.

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES:

This section of the portfolio should contain information related to the professional development activities in which you have participated during the last five years (i.e., academic year 1980-81 through 1984-85). It is not necessary to list all your activities during that period of time, but you should list at least one activity for each of these years if you can. Activities that spanned more than one academic year will be counted more than one time.

The competency and indicator for this section are:

V. Establishes and maintains a professional leadership role.

A. Improves professional skills and knowledge

There are five categories of activities that relate to this competency/ indicator. You should submit one activity under each category. If an activity fits more than one category, you may list it more than one time. Remember, it is not necessary to list 5 years of activities in each category. The five categories are:

A. Obtains graduate degree(s)* or takes coursework related to the teaching assignment- *all degrees above the bachelors (i.e. Masters, Ed. S., Ph. D.) should be listed regardless of when they were obtained. Course titles and dates may simply be listed.

B. Participates in staff development activities - these are the professional growth activities in which you engaged during the time other than the instructional days (180) and the scheduled local inservice days (5). Your level of participation determines whether the activity is listed under staff development or leadership. If you are conducting or leading the activity, it should be listed under leadership.

C. Uses ideas from books, professional journals and professional organizations to enhance classroom instruction - describe the activity, the method of evaluation, the results of the evaluation, and any conclusions you have drawn.

D. Tries new methods/approaches in the classroom and evaluates their success - describe the activity, the method of evaluation, the results of the evaluation, and any conclusions you have drawn.

E. Seeks and utilizes community resources to enhance classroom instruction - describe the classroom activity and the resource you used.

The following page shows a sample format for describing the professional development activities. Be sure to include all the essential elements for each activity. Your written description is not limited to a single page, but it should be brief. Don't forget the verification signatures.

PROFESSIONAL DEVELOPMENT ACTIVITIES

FORMAT

Name: _____ Certificate Number: _____

Category of Activity: (See previous page for the five categories.)

Date of Activity - from: _____ to: _____

Professional Goal: (State you own professional goal or reason for undertaking the activity.)

Description of Activity:

USE AS MUCH SPACE AS NECESSARY FOR THIS SECTION

Your Role:

VERIFICATION This form must be signed by your principal or other supervisor who has personal knowledge of the activity.

_____ _____ _____

Signature Title Date

V. LEADERSHIP ACTIVITIES:

This section of the portfolio should contain information related to the leadership activities in which you participated during the last five years (i.e., academic years 1980-81 through 1984-85). It is not necessary to list all your activities during that period of time, but you should list at least one activity for each of these years if you can. Activities that spanned more than one academic year will be counted more than one time.

The competency and indicator for this section are:

V. Establishes and maintains a professional leadership role.

B. Takes a leadership role in improving education

There are five categories of activities that relate to this competency/indicator. You should submit one activity under each category if possible. If an activity fits more than one category you may list it more than one time. The five categories are:

A. Conducts workshops or training sessions - These activities may occur at your school, school system, district or state level.

B. Creates materials or programs and shares with others - This may refer to committee or team work as well as individual effort. Remember that "shares with others" is the key to this activity.

C. Holds a leadership position in school/school system - This covers all the grade or group chairperson positions that deal with peer groups, holds a leadership position in educational organizations - leadership positions in organizations whose primary function is educational (eg. Phi Delta Kappa, Delta Kappa Gamma, NEA/AFT affiliates, etc.), or receives special education honor(s) - teacher of the year, etc.

D. Promotes parent/community interest in the school - these types of activities involve a leadership role. Student club sponsorship activities should be listed under this category.

E. Initiates activities/projects in the school - basically these activities should involve peers, but they may involve student groups if the impact is school wide.

The following page shows a sample format for describing the leadership activities. Be sure to include all the essential elements for each activity. Your written description is not limited to a single page, but it should be kept brief. Don't forget to include the verification signatures.

FORMAT

LEADERSHIP ACTIVITIES

Name: _____ Certificate Number: _____

Category of Activity: (See previous page for the five categories.)

Date of Activity - from: _____ to: _____

Description of Activity:

USE AS MUCH SPACE AS NECESSARY FOR THIS SECTION

Your Role:

VERIFICATION This form must be signed by a COLLEAGUE who has personal knowledge of, or participated in, this activity.

_____ _____ _____

Signature Title Date

CAREER LADDER TEST

Although the Tennessee Career Ladder Test is an approved fast-track option, it was developed as part of the evaluation system for Career Levels II and III. The test consists of three sections: Reading Skills, Writing Skills, and Professional Skills.

The Reading Skills Test consists of 52 reading items taken from professional journals and materials related to education. All items are multiple choice and require you to determine main idea, detail, fact and opinion, or inference in each selection. The passing score is 36 correct answers out of 52 items (70%).

The Writing Skills Test is an assignment intended to elicit a writing sample. Your assignment requires a written response to a hypothetical situation which might be a part of your professional responsibilities. A letter to parents and a letter of recommendation for a student are two possible examples. This test is scored pass/fail.

The Professional Skills Test, consisting of multiple choice items, is divided into four subtests:

- Principles and Practices for Planning Effective Instruction (25 items)
- Practices and Procedures for Effective Instruction (25 items)
- Evaluation of the Effects of Instruction (25 items)
- Practices and Procedures for Effective Classroom Management (25 items)

If you passed the Reading and Writing Skills Tests of the Tennessee Career Ladder Test for your fast-track option, you need not retake it for Levels II and III. If you took the Professional Skills Test as part of your fast-track option, you need not retake it for Levels II and III unless you wish to improve your score.

STANDARDS FOR CERTIFICATION
CAREER LEVELS II AND III

The Teacher Career Ladder Evaluation system uses a number of sources of information to derive scores. These sources include:

- observing the candidate in the classroom
- evaluating the candidate's portfolio
- interviewing the candidate
- administering questionnaires to the candidate's peers, supervisor, and students
- testing the candidate in reading, writing and professional skills

These data sources contribute to 82 different scores related to the five major areas of competence. Page 40 reveals the number of scores for each instrument by competency. Each area has a different number of scores.

- Planning has 10 scores.
- Teaching strategies has 32 scores.
- Evaluation has 9 scores.
- Classroom management has 24 scores.
- Leadership has 7 scores.

All scores are converted to a 9-point scale ranging from one (1) low to nine (9) high. The scores in each area are weighted and then averaged to give one score in each of the five areas (five scores). These scores are then given a weight of 80 percent in deriving the overall scores. Page 41 reveals the weights for each domain by competency and by instrument. The remaining 20 percent is based on scores from the evaluation team, who assign a score on the 9-point scale for each of the five major areas of competence. The total score in each area (80% data and 20% evaluator) is compared to the following cutoff scores:

Domain	Cutoff Scores	
	Career Ladder II	Career Ladder III
I. Planning	7.50	7.75
II. Strategies	5.25	5.75
III. Evaluation	5.50	6.25
IV. Classroom Management	5.75	6.25
V. Leadership	5.75	6.50

To qualify for Career Level II, a teacher must score at or above the cutoff score in each of the five areas of competence.

To qualify for Career Level III, a teacher must score at or above the cutoff score for four of the five areas of competence, and at or above the Level II cutoff score in the fifth area.

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Number of scores and (Number of Items) for Each Instrument by Competency

Competency	Instrument								
	Observation	Portfolio	Interview	Superordinate-Questionnaire	Peer Questionnaire	Student Questionnaire (Form S)	Student Questionnaire (Form E)	Professional Skills Test	Total Score by Competency
I. Planning								1(25)	1
A		1(1)	1(1)	1(2)					3
B	1(1)	1(2)	1(1)	1(2)					4
C	1(1)	1(1)*							2
Total Scores by Instrument	2	3	2	2				1	10
II. Strategies								1 (25)	1
A	4(11)	1(1)	1(1)	1(3)		1(2)	1(2)		9
B	2(7)	1(1)	1(2)	1(4)		1(4)	1(4)		7
C	1(5)	1(1)	1(1)	1(2)		1(10)	1(9)		6
D	5(33)	1(1)*	1(1)	1(3)		1(2)	1(2)		9
Total Scores by Instrument	12	3	4	4		4	4	1	32
III. Evaluation								1 (25)	1
A		1(1)	1(1)	1(6)					3
B	1(8)	1(1)	1(1)	1(1)		1(7)	1(4)		5
Total Scores by Instrument	1	2	2	1		1	1	1	9
IV. Classroom Management								1 (25)	1
A	3(121)	1(1)		1(4)		1(5)	1(5)		7
B	2(37)	1(1)	1(1)	1(2)		1(6)	1(6)		7
C	5(14)		1(1)	1(3)		1(5)	1(4)		9
Total Scores by Instrument	10	2	2	3		3	3	1	24
V. Leadership									
A		1(1)	1(2)	1(10)					3
B		1(1)	1(1)	1(3)	1 (16)				4
Total Scores by Instrument		2	2	2	1				7
									82

* Field tested in 84-85

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Weights for Each Domain by Competency and Instrument

Competency	Instrument								
	Observation	Portfolio	Interview	Super-ordinate Questionnaire	Peer Question-naire	Student Question-naire (Form S)	Student Question-naire (Form E)	Professional Skills Test	Total Weighting by Competency
I. Planning								10	10
A		20	12	6					30
B	8	17	8	4					30
C	15								30
Total Weightings by Instrument	23	37	20	10				10	100
II. Strategies								10	10
A	7	4	4	3		5			23
B	7	4	4	3		5			23
C	6	4	4	3		6			23
D	10		2	3		6			21
Total Weightings by Instrument	30	12	14	12		22		10	100
III. Evaluation								10	10
A		16	16	11					45
B	5	13	13	2		14			45
Total Weightings by Instrument	5	29	29	13		14		10	100
IV. Classroom Management								10	10
A	15	5		5		8			33
B	15	2	4	5		9			35
C	7		5	4		6			22
Total Weightings by Instrument	37	7	9	14		23		10	100
V. Leadership									
A.		15	15	10					40
B.		15	15	15	15				60
Total Weightings by Instrument		30	30	25	15				100

The steps to gaining certification as a Level II or III teacher are:

1. having the required number of years of experience

2. passing the screening competencies
   a. communicating effectively: orally, in reading, and in writing.

   b. Performing professional responsibilities efficiently.

3. meeting the appropriate qualifying scores for Level II or III in the five areas of competence

RIGHTS OF TEACHERS

A. Procedural/Evidential Rights

1. Teachers have the right to a fair, unbiased and objective evaluation of their professional competence.

2. Teachers have the right to notice concerning evaluation procedures.

3. Teachers have the right to request the replacement of one member of the evaluating team prior to the established deadline.

4. Teachers have the right to be evaluated on the basis of relevant criteria.

5. Teachers have the right to be evaluated on established criteria rather than on hearsay or rumor.

6. Teachers have the right to be informed of the summative results of their evaluation.

7. Teachers have the right of review of a decision denying career ladder certification according to the following procedure:

    a. A teacher shall request, in writing, that the State Board of Education review the adverse Regional or State Commission decision. Such request shall be filed within 30 days following the adverse decision. Such request shall contain a detailed statement of the basis for the request for review.

    b. The State Board of Education shall conduct a review of the decision based upon the record prepared by the Regional and/or State Commission. This record shall include any statements or written evidence that the person applying for certification desires to submit. The State Board of Education shall authorize a staff member to prepare proposed findings of fact and a recommended decision that shall be sent to the parties.

    c. If the person requesting review does not agree with this proposed decision, he/she may request a hearing. Such request shall be filed in writing within 30 days of receipt of the decision and shall contain detailed reasons for taking exception to the proposed decision.

d. If a hearing is requested, the State Board of Education shall appoint a duly authorized hearing officer to conduct the hearing. The hearing shall be limited to the record, except that the person requesting the hearing can introduce additional evidence of bias or prejudice of either the Regional or State Certification Commission or other evidence deemed material by the hearing officer.

e. The hearing officer shall prepare proposed findings and a proposed decision (to be sent to the person requesting the hearing and presented to the State Board of Education for final action).

f. If the person requesting review is aggrieved by the State Board of Education decision, he/she is entitled to judicial review in the manner provided for in Tennessee Code Annotated, Section 4-5-322.

B. Humanitarian and Civil Rights

1. Teachers have a right to humane evaluation procedures.

2. Teachers have the right to the use of nondiscriminatory evaluation criteria and procedures.

C. Fast-Track Rights

1. Teachers eligible to participate in the fast-track process have the right to select one of the five fast-track options provided in the Comprehensive Education Reform Act of 1984.

2. Teachers who apply for one fast-track option and are unsuccessful have the right to participate in a second fast-track option, provided they comply with the appropriate deadlines.

D. Other Rights

1. Teachers who were certified and employed on a full-time basis as educators prior to 7/1/84 have the right to withdraw from the Career Ladder Certification program and return to the original certification program. Teachers have the right to exercise this option only one time.

DATES AND TIMELINES

• Deadline for application for Career Ladder for 1984-85	October 15, 1984
• Career Ladder Tests	
Application deadline	September 13, 1984
Administration	October 13, 1984
Application deadline	November 8, 1984
Administration	December 8, 1984
• NTE-Core Battery Test	
Application deadline	September 24, 1984
Administration	October 27, 1984
• NTE-Specialty Area Tests	
Application deadline	October 8, 1984
Administration	November 10, 1984
• Deadline for Completing Fast-Track Testing Options	December 31, 1984
• Deadline for Changing Fast-Track Option to local evaluation	November 15, 1984
• Deadline for Changing Fast-Track Option to Staff Development	January 14, 1985
• Deadline for Completion and Reporting of Fast-Track Staff Development and Local Evaluation options	July 1, 1985

GLOSSARY

1.	Academic	that which is focused on content, subject matter, or knowledge development
2.	Affective Domain	the domain (area) of learning which describes the status of or changes in feelings and attitudes
3.	Aptitude Test	a test designed to measure the individual's capacity to learn or develop proficiency in a particular area
4.	Behavior	what an individual says or does
5.	Cognitive Domain	the domain (area) of learning which describes acquisition of facts and growth in knowledge
6.	Criterion-referenced Test	a test designed to provide information about specific knowledge or skills possessed by a student. Scores are <u>not</u> compared to those of an external group
7.	Curriculum	a course or program of study
8.	Documentation	tangible evidence
9.	Equitable	that which provides equal opportunity for all
10.	Evidence	materials that can be used to back up statements made by the candidate
11.	Feedback	information given to an individual about his/her performance
12.	Formal Evaluation	means of obtaining information for evaluation purposes which are based on a structured collection of evidence (e.g. tests, work samples)
13.	Goal	a statement of intent, timeless (long-term) and immeasurable (broad)
14.	Goal Integration	the process of relating goals to each other; clustering goals that belong together
15.	Indicators of Student Progress	those things which are used as measurements of student growth in the attainment of prescribed goals and objectives
16.	Informal Evaluation	means of obtaining information for evaluation purposes through a less structured method than formal evaluation.
17.	Initial practice	that opportunity which a teacher provides immediately after presentation of content for learners to practice, under supervision or direction, the concept or skill presented in the lesson

18.	Heterogeneous Grouping	the clustering of learners of differing ability and/or achievement with respect to that being taught
19.	Homogeneous Grouping	the clustering of learners of similar ability and/or achievement with respect to that being taught
20.	Instruction Goal/ Unit Goal	a statement of intent which directs/guides instruction in a group of related lessons
21.	Instructional Objective	a statement of anticipated outcome which is short-term and measurable (specific)
22.	Instructional Pacing	the speed or rate at which instruction is delivered
23.	Integration of Concepts or Skills	the incorporation of two or more concepts or skills into a lesson in order to provide a relationship among various subjects or content areas
24.	Learning Environment	the classroom, school, or community in which instruction takes place
25.	Materials/ Media	print and non-print resources used to present content or stimulate learning and may be teacher designed or commercial
26.	Modeling	an instructional method by which the teacher demonstrates the behavior he/she wishes the students to exhibit
27.	Monitoring	the checking, watching, or gathering of information about a situation, person, or event
28.	Motivational	a strategy designed to attract or maintain student interest/involvement such as placing a lesson in context or using past learner experiences
29.	Multi-sensory Involvement	the learner's use of more than one sense (sight, hearing, smelling, etc.) at the same time
30.	Norm-referenced Test	a test designed to provide information on the relative level of knowledge or skills possessed by a student as compared to other students of a similar age or grade level
31.	Off-task	the act of being engaged in non-learning related behavior; engaged in behavior inappropriate to the task at hand
32.	On-task	the act of being engaged in learning related behavior; engaged in behavior appropriate to the task at hand

33.	Organizational Dysfunction	a situation or condition in the school outside of the teacher's control which makes it difficult for the teacher to teach
34.	Pre-test	a test given to assess the student's strengths and weaknesses before teaching begins
35.	Practice	that opportunity provided students to systematically perform exercises so as to become proficient
36.	Procedure	the organization or sequence of steps for doing something; the activities to be used in instruction (instructional procedures)
37.	Professional Development	activities designed to increase professional skills, knowledge, or abilities
38.	Psychomotor Domain	the domain (area) of learning which describes growth in motor/physical skills and physical coordination
39.	Reinforcement	the rewarding of behavior
40.	Remediation	the provision of additional aid or instruction in an area of weakness
41.	Review	what a teacher does or asks students to do which summarizes or restates concepts, principles, or skills from the current lesson, previous lesson, or previous learning
42.	Standardized Test	a test developed with specified directions for administration, time limits and scoring, as well as a specified set of items
43.	Student Performance Data	outcome data (test results, student behavior) which provide the basis for measuring and evaluating the learning which has occurred
44.	Teaching Assignment	grade levels, classes, courses to which the teacher is assigned
45.	Teaching Strategy	the planned approach used by the teacher to present content and/or facilitate learning
46.	Unit	an area of instruction for which one or more common goals can be developed and lesson plans with individual objectives can be designed

Department of Education, December, 1984;
Pub. Autho. No. 331040; 30,000 copies.
This public document was promulgated at
a cost of $0.27 per copy. REPRINT